



Call for Assistant Editors

Mission and Scope

Frontiers: The Interdisciplinary Journal of Study Abroad (Frontiers) is an open-access, peer-reviewed academic journal focused on study abroad. Founded in 1994, *Frontiers* publishes the latest research and scholarship on higher education abroad and student mobility in order to advance our understanding as a field and encourage critical reflection that impacts practice.

For our purposes, we define education abroad as “education including, but not limited to enrollment in courses, experiential learning, internships, service learning, and other activities which occurs outside the participant’s home country [or] the country in which they are enrolled as a student” (The Forum on Education Abroad, 2020). This definition refers to programming that may also be labeled “study abroad” or “[short-term] student mobility,” or “international [student] exchange” (Dietrich & Besana, 2024), as well as blended or hybrid learning experiences that pair mobility components with online learning or virtual exchange.

Frontiers welcomes submissions of research and scholarship on education abroad programming happening in any country and educating learners from any country in the world. The Journal also welcomes explorations of the field and the practice at large, which extend beyond scholarship on student learning and development outcomes, including outcomes for educators or communities, and critical examinations of the practice. As an interdisciplinary journal, *Frontiers* is open to empirical studies, conceptual scholarly articles, and thought essays informed by various theories and disciplinary and cross-, multi-, or trans-disciplinary perspectives.

Frontiers welcomes submissions from scholars, practitioners, practitioner-scholars, educators, researchers, policymakers, and graduate students from all world regions and at all stages of their career.

To learn more about the history of *Frontiers*, click [here](#).

Background

Over the past few years, the mission and scope of *Frontiers* have attracted to it a consistently increasing number and quality of submissions, as [noted](#) by our current Editor, Dr. Elaine Meyer-Lee. In response, we have developed our reviewer guidelines, introduced rubrics to better guide reviewers, and restructured our Editorial Board. Earlier this year, we launched

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several new initiatives to keep our journal publishing relevant scholarship on education abroad of the highest quality. These initiatives include a [new policy on AI use](#) and a reflective exercise to map *Frontiers'* position in the field and to strengthen our commitment to diversity, equity, and inclusion (learn more about these initiatives [here](#)).

Our purpose of this continuous journal development process is to maintain our commitment to a high-quality and timely review process while also upholding free, open access to publications in *Frontiers*. As part of this purpose-driven process, we launched new Assistant Editor positions on our Editorial Board. So far, we used two annual rounds of open application that culminated in the selection of [distinguished colleagues](#) to serve in this role. These new members of our team have already made significant contributions to the quality and pace of our review process, and their varied backgrounds and specializations enrich [the diversity of our Board](#).

The Assistant Editor Role

Against this background, we wish to recruit more Assistant Editors to join our *Frontiers* Team. These new leadership roles will help us continue responding to the increasing demand on our editorial and publication service while expanding the pool of talent on which we draw as we seek to support authors and [lead research on study abroad in new directions](#). Assistant Editors will be appointed on a voluntary basis to contribute to our peer review and editorial decision-making processes as well as to internal deliberations on the quality and inclusiveness of research published by *Frontiers* and other initiatives that may be undertaken to enhance the Journal's reach and impact.

Role Description

Assistant Editors are early- to mid-career researchers with a demonstrated record of scholarly activity in the area of study abroad. Eligible early-career researchers are colleagues within 1-7 years of being awarded their terminal degree. Assistant Editors can also be mid-career practitioners with commitment to research and/or reflection in the area of study abroad, which may be demonstrated through eight or more years of professional experience in the field and, inter alia, (co)authorship of policy reports, evaluation studies, and other knowledge materials published by relevant and specialized organizations or magazines.

Assistant Editors are expected to join *Frontiers'* Editorial Board, to attend and contribute to its annual meeting, and to review up to four manuscripts in a calendar year. While this maximum number is set to manage work distribution, Assistant Editors will always have choice over whether and when to accept (or decline) which manuscript review requests. They are also

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welcome to notify the Editorial Assistant of any periods of time through which they will be (un)available to consider review requests.

Assistant Editors will be selected to serve a three-year term, which will be renewable up to twice subject to their interest and performance. After their first term, Assistant Editors will be eligible to seek advancement to serve as Associate Editors.

***Frontiers'* Priorities**

In September 2023, the *Frontiers Working Group on Journal Quality* concluded a process of reflecting on about 200 items published in the Journal between 2018 and 2023. The insights generated from this process as well as our ongoing internal deliberations more recently inform our interest in expertise on the topics listed (in alphabetical order) below. Applicants to the Assistant Editor roles are strongly encouraged to reflect on how their experiences may be relevant to fulfilling this interest of *Frontiers*.

- Broader campus internationalization, including initiatives for COIL, translational education, and international academic exchange
- Climate change and climate action
- Decolonization
- Destination patterns
- Diversity, equity, inclusion, and justice
- High-impact practices (e.g., community-based learning, experiential and service-based learning, global learning, and undergraduate research through study abroad)
- Host community perspectives and impact
- Intercultural learning
- Partnerships in which study abroad and/or virtual exchange is included
- Politics of study abroad (e.g., campus debates, protests of global issues, micro- and macro-level political impact of study abroad)
- Program variables

In addition, we are especially interested in hearing from colleagues with expertise in the following areas:

- AI and its implications on and in study abroad
- Interdisciplinary approaches to study abroad
- Less common study abroad destinations, including Oceania, Southwest Asia, and North Africa

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- Quantitative methods and approaches in study abroad, including large-scale studies that use big data
- Research philosophy in study abroad and international education
- Research-to-practice applications
- Study abroad among business, STEM, or medical students

How to Apply

Colleagues interested in joining *Frontiers* as Assistant Editors are welcome to apply by emailing us at frontiersjournal@forumea.org a copy of their complete CV and a brief (no more than 500 words) cover letter describing their interests and potential contributions as Assistant Editors. Please use “Assistant Editor Application” as the subject of your email.

The application deadline is 11.59pm on Wednesday, July 15th, 2026. Applicants will be notified of the outcome of their application around late September/early October.

Colleagues at community colleges, historically black colleges and universities, and foreign academic and research institutions are encouraged to apply. If you have any questions, please feel free to direct them to us at frontiersjournal@forumea.org.